ASSESSMENT AND RECORDING POLICY

Owner	Educational Coordinator
Reviewers	Deputy Headteacher, Head of EY
Approved by	Executive Director
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ISO PRIMARY ASSESSMENT AND RECORDING POLICY

Teachers at ISO use assessment as a tool not only to identify children's level of achievement but more importantly to identify the gaps in a student's understanding. The data obtained from assessments enables teachers to plan lessons and appropriate interventions to ensure they are maximising the potential development and attainment level for each individual.

Assessment is both formative and summative and is part of the teaching and learning process. Assessments are made for diagnostic purposes, to assess the effectiveness of teaching and learning, to inform and improve planning and to inform students, teachers and parents.

The purposes and forms of assessment

There are clear lines between the three main forms of assessment. These are:

1. Day-to-day formative assessment e.g. questioning in class;

2. In-school summative assessment e.g. end of unit reviews;

3. National standardised summative assessment e.g. GL Progression Tests in KS2.

These assessments all have different purposes and should be treated differently. This is crucial because 'the primary principle of assessment is that it should be fit for the purpose intended.'

Assessment for Learning

Formative Assessment

Teachers assess during every lesson in a range of ways including asking questions and discussing the ideas and concepts taught, to check the depth and breadth of understanding. Teachers mark books and give feedback. The assessment is used to adapt planning to ensure progression and that gaps in learning are closed at an appropriate rate. Additional work may be given to support learning or challenge learners as necessary.

Summative

Summative assessments are administered during the Baseline Assessment weeks at the beginning of the school year and the Assessment Weeks each half term when the unit of work has been completed. They are given in English reading, writing, Mathematics and Science. With the exception of the writing

assessments, these are standardised tests published alongside the schemes of work used. For writing, students are required to write independently, using the features of the genre and age related expectations (ARE) taught.

Assessment levels are moderated internally in English writing, other assessments are externally marked and moderated, and the outcome of summative assessments are used in conjunction with formative assessments to give a level in the half term tracking.

Early Years Foundation Stage

In the Early Years Foundation Stage teachers use ongoing formative assessment. After baseline assessments during the first 3 weeks of the school year (or 3 weeks of starting school), they are assessed continuously throughout the school year according to the Early Learning Goals, according to the seven areas of learning:

- **Personal, Social and Emotional Development (PSED),**
- **Communication and Language (CL),**
- **Physical Development (PD),**
- Literacy (L),
- Mathematics (M),
- Understanding the World (UW),
- Expressive Arts and Design (EAD).

PSED, CL and PD and the Prime Areas of learning and underpin all planning, learning and lessons. These areas overlap as it is recognised that children's development is individual and each child develops at their own rate. Assessment of children is made through observations of the children during teacher led and child initiated activities. This information is then used to inform the planning and ensure that the needs of the children are met. As children progress through the foundation stage, teachers assess if they are meeting the criteria in each area of the curriculum and working in the appropriate age band. At the end of EYFS (FS2) children are assessed as to whether they are 'Emerging, Developing, Expected or Exceeding' the expectations for their age.

Primary

In the first 3 weeks of the school year, all children complete baseline assessments to establish initial targets and planning. In years 3, 5 and 7 this will include the GL CAT4 test.

Teachers use formative assessment daily summative assessments in core subjects each half term.
We believe that formative assessment helps to maintain a positive learning environment in the

classroom and enables teachers and students to set appropriate targets and monitor progression. Assessment is integrated into the daily planning and the delivery of the curriculum and students are given feedback about their work. See ISO Feedback Policy for details.

In Topic, students record their knowledge of the topic at the beginning (with writing pencil) and should identify 1 -3 questions that they would like to have the answers to at the end of the topic. At the end of the topic, they self evaluate their learning and record their new knowledge (with a coloured pencil) alongside their initial thoughts. They should also answer the questions that they posed at the beginning.

GL Assessments

The school subscribes to the GL assessments. Students from FS2 to Year 6/7 will take the age appropriate PTM, PTS and PTE progress tests in the Autumn, Spring and Summer terms to monitor progress against ARE. The results of these tests will be provided to teachers to support future planning and intervention strategies as well as to parents. In addition in Years 3, 5 and 7 the students will complete the CAT4 cognitive abilities test at the start of the year.

ISO Report statements

Exceeding	The student has exceeded and mastered the expectations for their year group.
Expected	The student has achieved the expectations for their year group.
Developing	The student has achieved all of the objectives for the year group below, and at least one of their current year group.
Emerging	The student is working on the objectives for a lower year group.

Assessment Committee

The Deputy Headteacher is responsible for the assessment procedures across the school. However, individual teachers are responsible for completing their class tracking sheets, half-termly assessments and analysis and uploading it to the central Drive, in order to avoid the school's assessment practices being affected by a departing member of staff. This is monitored by the SSP Coordinator to ensure that where additional support is necessary, this has been fully investigated.
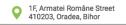
Records of Assessment in the Primary School

We maintain records of student assessment to be able to provide evidence of the progress that has been made. We also maintain the records to enable us to forward accurate information to future ISO teachers and other schools when children move on from ISO.

Records are kept in a variety of ways:

- Student files
  - School tracking system for core subjects
  - Annotated plans and planning notes made by class teachers and other adults
  - The SSP Register
  - IEPs

Evidence is needed to support the teacher's assessment but not to question their professional judgement. If lesson planning and evaluation is sufficiently detailed and provides the right information, then it will provide the necessary evidence.

Evidence of student attainment will be visible in the student workbooks but assessment jottings and test marks will also be recorded by the teacher on the central digital data systems.

Assessment through marking

Written/recorded work must be marked according to the ISO Feedback Policy. This includes:
- self and peer student feedback
- verbal (student or adult) feedback
- student response time "Green for Growth" after feedback
- planning adapted after assessment

Twice yearly written report

A written report will be sent to parents twice yearly at the end of the first and third terms (December and June respectively).

The report will present an honest but positive summary of the student's achievements for each subject and 1 - 3 areas for development for core subjects.

Other factors to be commented on include:
- out-of and after school activities,
- personal attributes and skills,

The following should be considered before the production of the report:

- have all areas of development (academic or behavioural) been discussed with the parent, so that they are not any surprises
- teacher records, IEPs, formative and summative assessment information,
- giving an objective picture of the student's personal and social achievements based on evidence, ● honestly highlight the progress made, ensuring statements do not contradict facts in the report or known information
- to be word processed and expressed in continuous prose (see report guidance on the drive) ● the targets set are relevant to the student to enable them to close the gap and be closer to achieving ARE or to continue their progress within ARE

Parent meetings

Teachers and parents are encouraged to make an appointment to discuss any concerns as required throughout the school year. Parents are invited to scheduled meetings with their child's teacher to discuss their progress three times a year, two of which are after the written reports are sent.

Settling in meetings

All parents are invited to meet their child's teacher within the first 2 weeks of them starting in a new class or joining the school. In this meeting the parent will be told how their child is settling in and given some areas for development to support their progress.

Report meetings

This is an optional meeting for parents to discuss any questions they have about the report that they have received.

Year 6 parents will be invited to a primary/secondary transition information evening in January and June to inform parents about the systems in secondary and how best to prepare students for the change.

New Children

An assessment day will be completed, includingthe GL CAT4 assessment, before a place is offered. Upon admission the student will complete subject specific GL tests to provide a baseline.

Pupil Profile

The pupil profile provides evidence of records of assessments throughout the academic year for

individual students. This is made up of the

- summative assessments,
- reports,
- medical,
- parent-teacher meeting notes,
- pupil surveys,
- copies of IEPs, if relevant.

Student Support Programme (SSP)

When a teacher identifies an additional educational need an initial assessment should be recorded by the teacher on an ISO referral form, submitted and discussed with the SSP Coordinator (SSPCo). Following this the SSPCo will carry out a full and thorough investigation, to advise and support teachers and parents as necessary.

English as an Additional Language (EAL)

During the baseline assessments, all students will be assessed on their level of English, using the Bell Foundation EAL Assessment guidance. This will be recorded on the relevant sheet which will be updated by the class teacher each assessment week.

Once students are consistently working at ARE across the curriculum and within Band D/E, teachers will no longer continue this assessment.

As identified, students will receive additional support to improve their language acquisition, this may be bilingual support in class or additional 1:1 or small group sessions. Additional support out of class will be outlined on an IEP and the progress regularly shared with the class teacher.

Students will complete assessments in English. As needed (and available), tests will be repeated in the first language.

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Approved June 2017 by the director.
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Revised: August 2022 **Approved:** SMT, August 2019

Appendix 1

Forms of assessment

Early Years Foundation Stage
- Observations of children (photographic and written)
- Next steps (what teachers identify children need to do next, in accordance with the relevant EYFS objectives for each individual)
- Self-assessment (how children feel about their own work, recorded in assessment notes and where relevant on the work)
- EAL assessment grids updated half termly

CL, PD, M & L
- School and home reading records
- Phonic phase assessment grids updated half termly
- Writing/mark-making marked in books, identifying supported and independent work (see ISO Feedback Policy)

Primary and Secondary
- Marking and feedback (see ISO Feedback Policy)

- Self and peer feedback (see ISO Feedback Policy)
- Book/work/planning and assessment notes monitoring
- School and home reading records (EY and Primary only)
- Phonic phase assessment grids updated half termly (EY and KS! only)
- Writing marked in books, identifying supported and independent work (see ISO Feedback Policy)
- Observations of academic and social emotional development
- Beginning and end of unit self assessment in Topic

English - reading & writing, Mathematics and Science

- ARE grids in workbooks showing current and met targets, updated half termly

- Summative assessments
- Examples of supported and independent writing during the half term
- Independent extended writing
- GL Progression tests, White Rose End of Unit Tests (Primary only)